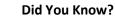


Using the ELP Standards with Content







The ELP Standards contain an annotation to pinpoint Performance Indicators (PIs) that are well suited to the use of content.

HI-7: summarizing the main idea and supporting details from text using appropriate academic vocabulary.

(math, science, social studies)

HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications.

(math, science, social studies)

Are there very many?

It is not just a few Performance Indicators either. There are several in all domains of every Stage. In Stage III, 28 out of the 32 PIs found in the Writing Domain include a content annotation.

So what does that mean?

It means that ELD classrooms can and should include materials that allow language to be taught through the use of a variety of materials and topics, including content.



What does it look like?

Take a look at portions of a unit on organisms developed by Vicky Vela-Thai for her kindergarten classroom utilizing the ELP Standards and key concepts from Arizona's Science Standard.

Oral English Conversation & Vocabulary

I-LS1: LI-4: using sentence frames to sequence events from read-alouds, presentations, and conversations.

Students will illustrate and define food, water, space, air, grow, and survive based on picture and text clues read aloud.

I-LS1: LI-3: responding to readalouds by identifying main ideas/concepts and details using key words in complete sentences.

Students will sequence picture cards and orally complete sentence frames to describe a plant/animal life cycle using complete sentences.

I-L2: LI-6: determining word meaning within context with instructional support.

Students will discuss a habitat by describing what it looks like, including the plants and animals that live there based on a read

Students will orally construct

and their habitats.

sentences in the present tense to

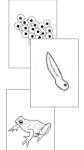
describe pictures of plants, animals,

Grammar

I-L1(V): HI-1: using the simple present tense verbs with subjectverb agreement.

I-L1(ADV): LI-1: using "when" adverbs (e.g., first, then, next, after, before, finally) with instructional support.

Students will utilize "when" adverbs to orally construct sentences describing a plant/animal life cycle.



Writing

I-W1: LI-2: writing expository responses using phrases or simple sentences that include sight words, CVC words, and phonetic spelling to describe, explain, or inform.

Students will write a complete sentence describing a given habitat.

Reading

I-R3: LI-4: sequencing a story or event in complete sentences.

Students will use a graphic organizer to illustrate and orally retell the stages of a plant/animal life cycle based on a text from a read aloud.



3

Sharks swim in the ocean.

A plant needs water to grow..

then First

Key Ideas

- Plants and animals have a life-cycle
- Plants and animals need food, water, air and space to grow and survive.
 - Plants and animals live in particular habitats (desert, ocean, forest).